



AUGMENTATIVE AND ALTERNATIVE COMMUNICATION

Self-Reflection Checklist



SEPTEMBER 28, 2018
RENTON SCHOOL DISTRICT



AAC Use Reflection

AAC stands for Augmentative and Alternative Communication. It is a system of symbols used to supplement non-speaking students' communicative behavior. In order for AAC to be successful, students need every adult in their lives to be modeling its use. Consider how many spoken words a child with typical development hears before they start to speak. Think about how excited we get when they say a single word after 12 months of hearing speech all day long. Students learning AAC need at least that amount of exposure to the way they are going to communicate (AAC) if we expect them to make progress. Using AAC is hard, but you can do it! Don't worry about making mistakes, every time you have to search for a word, that models persistence for our students.

Some students will have a communication system established and you will need to learn it. Some students will be in the process of being fit with an individualized system and you will be using a more "generic" set of symbols (e.g., a core vocabulary board, a "something's wrong" board). Either way, make sure you have whatever communication system the student is currently using with you at all times. Think of it as their voice, don't leave the classroom without it.

Below is a checklist of things you should be doing to help our students communicate. Use it to evaluate your performance and see where you have room for growth.



- **Has communication system with them:**
 - Classroom
 - Specialists
 - Recess
 - Lunch
 - Bathroom
 - Nurse
 - Hallways
 - Assemblies
- **Uses students' communication system**
 - All the time
 - Most of the time
 - Some of the time
 - Never
- **Models searching for a word on the student's system**
 - All the time
 - Most of the time
 - Some of the time
 - Never
- **Uses unstructured time for activities that highlight core vocabulary**
 - All the time
 - Most of the time
 - Some of the time
 - Never
- **Knows students' IEP goals and uses communication system to support those goals**
 - All the time
 - Most of the time
 - Some of the time
 - Never
- **Collects accurate data on students' communication skills**
 - All the time
 - Most of the time
 - Some of the time
 - Never
- **Uses the student's system to model rich language**
 - All the time
 - Most of the time
 - Some of the time
 - Never



- **Uses the student's system for a variety of communicative functions (e.g., commenting, sharing information, requesting, protesting)**
 - All the time
 - Most of the time
 - Some of the time
 - Never
- **Supports colleagues who are unfamiliar with the student's system**
 - All the time
 - Most of the time
 - Some of the time
 - Never
- **Seeks out the SLP in a timely manner when questions arise about the student's system**
 - All the time
 - Most of the time
 - Some of the time
 - Never
- **Remarks/behaviors support the belief that our students are competent learners**
 - All the time
 - Most of the time
 - Some of the time
 - Never